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| COMMAND WORDS | MEANING |
| Define, what is meant by | State the precise meaning of the idea or concept. |
| Describe | Provide a picture in words of a feature, a pattern or a process. |
| Explain, why, suggest, reasons | Provide the causes of a feature or pattern. |
| Outline, summarise | Provide a brief overview of all the relevant information |
| Compare | Describe the similarities and differences of at least two features, events, patterns and processes |
| Contrast | Point out the differences between at east two features, events, patterns and processes |
| Comment on | Examine the stimulus material provided and then make statements that arise from the material that are relevant and geographical, but not directly evident – ‘you are being invited to think like a geographer.’ |
| Justify | Give reasons why something should be done, and why other options should not |
| Consider | Describe and then give your views on a subject |
| Examine | Investigate and describe in detail |
| Annotate | Label a diagram. The labels should describe and/or explain features. You should use several words for each annotation |
| Discuss | Give both sides (for and against) of an argument and come to a conclusion |
| Analyse | Break down the content of a topic, or issue, into its constituent parts in order to provide an in-depth account |
| Assess | Weigh up several options or arguments and come to a conclusion about their effectiveness |
| Evaluate | Weigh up several options or arguments and come to a conclusion about their importance/success |
| To what extent do you agree | After examining both sides of the argument, say ‘how far’ you agree with a statement option |
| Critically | Often occurs before ‘assess’ or ‘evaluate’ and invites you to examine an issue from the point of view of a critic – what strengths and weaknesses are there in the points of view being expressed? |
| Justify | Give reasons why something should be done, and why other options should not. For the outcome the positives should outweigh the negatives |